

## **Art and Design Progression of Skills EYFS - Y6**

	EYFS	Key Stage 1	Lower Key Stage 2		Upper Key Stage 2		
<b>Thread</b>	<ul style="list-style-type: none"> <li>▪ <b>Early Learning Goal:</b></li> <li>▪ <b>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>To use a range of materials creatively to design and make products.</b></li> <li>▪ <b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></li> <li>▪ <b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></li> <li>▪ <b>About the work and range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>To create sketch books to record their observations and use them to review and revisit ideas.</b></li> <li>▪ <b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)</b></li> <li>▪ <b>About great artists, architects and designers in history.</b></li> </ul>				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing ideas</b>	<ul style="list-style-type: none"> <li>▪ <b>Look and talk about what they have produced, describing simple techniques and media used.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Start to record simple media explorations in a sketch book</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use a sketchbook to plan and develop simple ideas.</b></li> <li>▪ <b>Build information on colour mixing, the colour wheel and colour spectrums.</b></li> <li>▪ <b>Collect</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</b></li> <li>▪ <b>Express likes</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</b></li> <li>▪ <b>Use the sketch book to plan how to join parts of the</b></li> </ul>

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			textures and patterns to inform other work.	<ul style="list-style-type: none"> <li>▪ Identify interesting aspects of objects as a starting point for work.</li> <li>▪ Use a sketch book to express feelings about a subject.</li> <li>▪ Make notes about techniques used by artists.</li> <li>▪ Annotate ideas for improving their work through keeping notes in a sketch book.</li> </ul>	and dislikes through annotations. <ul style="list-style-type: none"> <li>▪ Use a sketch book to adapt and improve original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>▪ Use the sketch book to plan how to join parts of the sculpture.</li> <li>▪ Adapt work as and when necessary and explain well.</li> </ul>	sculpture. <ul style="list-style-type: none"> <li>▪ Adapt work as and when necessary and explain well.</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>▪ Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>▪ Use and begin to control a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to investigate tone by drawing light/ dark lines, light/ dark patterns,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop intricate patterns/ marks with a variety of media.</li> <li>▪ Demonstrate experience in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw for a sustained period of time at an appropriate level.</li> <li>▪ Experiment with different</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work in a sustained and independent way to create a detailed drawing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>

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	<p>range of media.</p> <ul style="list-style-type: none"> <li>▪ Draw on different surfaces and coloured paper.</li> <li>▪ Produce lines of different thickness and tone using a pencil.</li> <li>▪ Start to produce patterns and textures from observations, imagination and illustrations.</li> </ul>	<p>pen, chalk.</p> <ul style="list-style-type: none"> <li>▪ Begin to control the types of marks made with the range of media.</li> <li>▪ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/dark lines.</li> </ul> <p>Artists: Van Gogh, Seurat.</p>	<p>light/ dark shapes using a pencil.</p> <ul style="list-style-type: none"> <li>▪ Draw lines/ marks from observations</li> <li>▪ Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>▪ Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p>Artists: Durer, Da Vinci, Cezanne.</p>	<p>different grades of pencil and other implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> <li>▪ Begin to indicate facial expressions in drawings.</li> <li>▪ Begin to show consideration in the choice of pencil they use.</li> </ul> <p>Artists: Picasso, Hopper, Surrealism</p>	<p>grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <ul style="list-style-type: none"> <li>▪ Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>▪ Begin to show awareness of representing texture through the choice of marks and lines made.</li> <li>▪ Begin to use media and techniques (line, colour and tone) to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use different techniques for different purposes e.g shading, hatching.</li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Have opportunities to develop simple perspective in their work using a single focal point and horizon.</li> <li>▪ Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>▪ Develop close observation skills using a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.</li> <li>▪ Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>▪ Develop an awareness of composition, scale and proportion in their work.</li> </ul> <p>Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	<ul style="list-style-type: none"> <li>▪ Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs.</li> <li>▪ Recognise and name the primary colours being used.</li> <li>▪ Mix and match</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with paint media using a range of tools e.g brush sizes, hands, feet, rollers and pads.</li> <li>▪ Explore techniques such as lightening and darkening paint without the use of black and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Control the types of marks made in a range of painting techniques e.g layering, mixing media and adding texture.</li> <li>▪ Understand how to make tints using white and tones by</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes,</li> </ul>	<p>show representation of movement in figures and forms.</p> <ul style="list-style-type: none"> <li>▪ Attempt to show reflections in a drawing.</li> </ul> <p>Artists: Perspective drawings, shadows, Goya, Sargent, Holbein.</p>	<p>variety of view finders.</p> <p>Artists: Moore Sketchbooks, Rossetti, Klee, Calder, Cassatt.</p>	<ul style="list-style-type: none"> <li>▪ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</li> <li>▪ Purposely control the types of marks made and</li> </ul>

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	<p>colours to a different artefacts and objects.</p> <ul style="list-style-type: none"> <li>Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper.</li> </ul>	<p>white.</p> <ul style="list-style-type: none"> <li>Begin to show control over the types of marks made.</li> <li>Experiment with layering and mixing media.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p>Artists: Klimt, Marc, Klee, Hockney.</p>	<p>adding black to make darker and lighter shades.</p> <ul style="list-style-type: none"> <li>Understand the colour wheel and colour spectrums.</li> <li>Be able to mix all the secondary colours using primary colours confidently.</li> <li>Use a suitable brush to produce marks appropriate work e.g small brush for small marks.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Experiment with tools e.g scraping through.</li> </ul>	<p>thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>Create different effects and textures according to what they need for the task.</li> <li>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>Understand how to create a background using a wash.</li> <li>Mix colours and know which primary colours make secondary</li> </ul>	<p>develop a painting from a drawing.</p> <ul style="list-style-type: none"> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within painting and show understanding of complimentary colours.</li> <li>Work in the style of a selected artist (not copying).</li> </ul> <p>Artists: Hopper, Rembrandt</p>	<p>effects.</p> <ul style="list-style-type: none"> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Carry out preliminary studies trying out different media and materials and mixing appropriate colours.</li> </ul> <p>Artists: Lowry, Matisse, Magritte.</p>	<p>experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Understanding which works well in their work and why.</li> <li>Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.</li> </ul> <p>Artists:</p>
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			<ul style="list-style-type: none"> <li>Create textured paint by adding sand.</li> </ul> <p>Artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>colours</p> <p>Artists/movements: Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism.</p>			<p>opportunity to explore modern and traditional arts.</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> <li>Make rubbings to collect textures and patterns e.g brick, coin.</li> <li>Print with a range of hard and soft materials e.g corks, sponges.</li> <li>Make simple marks on rollers.</li> <li>Recognise patterns in the environment.</li> <li>Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Make rubbings to collect textures and patterns.</li> <li>Print with a range of hard and soft materials e.g corks, sponges.</li> <li>Make simple marks on rollers.</li> <li>Roll printing ink over found objects to create patterns e.g plastic mesh, stencils.</li> <li>Explore printing in relief e.g</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g cork, pen, barrels, sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly</li> </ul>	<ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method</li> <li>Create repeating patterns.</li> <li>Print with two colour overlays.</li> <li>Combine prints taken from different objects to produce an end piece.</li> </ul> <p>Artists: Morris, Labelling.</p>	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Expand experience in 3 colour printing.</li> <li>Create repeating patterns.</li> <li>Combine prints taken from different objects to produce an end piece.</li> </ul> <p>Artists: Rothenstein,</p>	<ul style="list-style-type: none"> <li>Start to overlay prints with other media e.g pens, colour pens and paints.</li> <li>Use print as a starting point to embroidery.</li> <li>Show experience in a range of mono print technique.</li> <li>Create printing blocks by simplifying an initial sketch book idea.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate experience in a range of printmaking techniques.</li> <li>Describe techniques and processes.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> </ul>

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		<p>string and card.</p> <ul style="list-style-type: none"> <li>▪ Begin to identify forms of printing: books, posters, fabrics.</li> <li>▪ Build repeating patterns and recognise patterns in the environment.</li> <li>▪ Create simple printing blocks with press print.</li> </ul> <p>Artists: Warhol, Hokusai.</p>	<p>and be able to produce a clean printed image.</p> <ul style="list-style-type: none"> <li>▪ Make simple marks on rollers and printing palettes.</li> <li>▪ Take simple prints e.g mono printing.</li> <li>▪ Experiment with overprinting motifs and colour.</li> </ul> <p>Artists: Hiroshige, Escher.</p>		Kunisada.	Artists: Advertising, Bawden.	Artists: Explore modern and traditional arts.
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>▪ Create fabrics by weaving materials i.e. grass through twigs.</li> <li>▪ Enjoy playing with and using a variety of textiles and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate textures by describing, naming, rubbing, copying.</li> <li>▪ Produce an expanding range of patterns and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>▪ Use natural materials to consider</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</li> <li>▪ Match the tool to the material.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use fabrics to create 3D structures.</li> <li>▪ Use different grades of threads and needs.</li> <li>▪ Experiment with Batik technique.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use fabrics to create 3D structures.</li> <li>▪ Use different grades of threads and needs.</li> <li>▪ Confidently use a range of media to</li> </ul>

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<p><b>Texture, pattern, colour, line and tone.</b></p>	<ul style="list-style-type: none"> <li>▪ Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>▪ Show experience in fabric collage.</li> <li>▪ Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<p>textures.</p> <ul style="list-style-type: none"> <li>▪ Begin to understand how colours can link to moods and feelings in art.</li> <li>▪ Use printmaking to create a repeating pattern.</li> <li>▪ Apply shapes by stitching or glue.</li> <li>▪ Apply decoration using beads, buttons, feathers etc.</li> <li>▪ How to thread a needle.</li> </ul>	<p>pattern and texture e.g stones, leaves, feather, sticks, grasses.</p> <ul style="list-style-type: none"> <li>▪ Express links between colour and emotion.</li> <li>▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</li> <li>▪ Apply shapes by stitching or glue.</li> <li>▪ Apply decoration using beads, buttons, feathers etc.</li> <li>▪ Create cords and plaits for decoration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Match the tool to the material.</li> <li>▪ Develop skills in stitching, cutting and joining.</li> <li>▪ Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop skills in stitching, cutting and joining.</li> <li>▪ Experiment with Batik technique.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	<p>overlap and layer creating interesting colours and textures and effects.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>▪ Apply colour with dipping, fabric crayons.</li> <li>▪ Create and use dyes e.g tea and coffee.</li> <li>▪ Create fabrics by weaving materials i.e. grass through twigs.</li> <li>▪ Stitch and knot.</li> </ul>				
<b>Art through technology</b>		<ul style="list-style-type: none"> <li>▪ Take a self portrait or photograph.</li> <li>▪ Use a simple computer paint programme to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use printed images taken with a digital camera and combine them with other media to produce artwork.</li> <li>▪ Take photos and explain their creative vision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a piece of art which includes integrating a digital image they have taken.</li> <li>▪ Take a photo from an unusual or thought-provoking viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compose a photo with thought for textural qualities, light and shade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>▪ Combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

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<b>Responding to art</b>	<ul style="list-style-type: none"> <li>▪ Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look and talk about own work and that of other artists and the techniques they have used.</li> <li>▪ Express likes and dislikes.</li> <li>▪ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>▪ Explore thoughts and feelings about a piece of art.</li> <li>▪ Reflect and explain the success and challenges in a piece of art created.</li> <li>▪ Explain how a piece of art makes them feel.</li> <li>▪ Identify</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>▪ Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.</li> <li>▪ Respond to art from other cultures and other periods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> <li>▪ Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise the art of key artists and begin to place them in key movement or historical events.</li> <li>▪ Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> <li>▪ Explore a range of great artists, architects and designers in history.</li> <li>▪ Compare the style of different styles and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>▪ Identify artists who have worked in a similar way to their own work.</li> <li>▪ Explore a range of great artists, architects and designers in history.</li> <li>▪ Compare the style of different styles and approaches.</li> </ul>
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			changes they might make or how their work could be developed further.	of time.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>3D and sculpture</b>	<ul style="list-style-type: none"> <li>▪ Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration.</li> <li>▪ Understand the safety and basic care of materials and tools.</li> <li>▪ Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>▪ Use simple 2D</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment in a variety of malleable media e.g clay, salt dough and Modroc.</li> <li>▪ Shape and model materials for a purpose e.g pot/ tile from observation and imagination.</li> <li>▪ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>▪ Impress and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>▪ Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>▪ Manipulate malleable materials for a purpose e.g a pot or tile.</li> <li>▪ Explore</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to show an awareness of objects having a third dimension and perspective.</li> <li>▪ Learn to secure work to continue at a later date.</li> <li>▪ Join two parts successfully.</li> <li>▪ Construct a simple base for extending and modelling other shapes.</li> <li>▪ Use a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure work to continue at a later date.</li> <li>▪ Decorate, coil and produce Marquette's confidently when necessarily.</li> <li>▪ Model over an armature: newspaper frame for Modroc (paper Mache)</li> <li>▪ Adapt works as and when necessary and explain why.</li> <li>▪ Gain more confidence in carving as a form of 3D art.</li> <li>▪ Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure work to continue at a later date.</li> <li>▪ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▪ Develop understanding of different ways of finishing work: glaze, paint and polish.</li> <li>▪ Show increasing confidence to carve a simple form.</li> <li>▪ Shape, form,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work around armatures or over constructed foundations.</li> <li>▪ Demonstrate experience in relief and freestanding work using a range of media.</li> <li>▪ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▪ Develop understanding of different ways of finishing work: glaze,</li> </ul>

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	<p>shapes to create a 3D form.</p>	<p>apply simple decoration techniques.</p> <ul style="list-style-type: none"> <li>▪ Use tools and equipment safely and in the correct way.</li> </ul> <p>Artists: Moore, African, Native American.</p>	<p>carving as a form of 3D art</p> <ul style="list-style-type: none"> <li>▪ Use tools and equipment safely and in the correct way</li> <li>▪ Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul> <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>to plan, collect and develop ideas. To record media explorations and experiments as well as try out ideas.</p> <ul style="list-style-type: none"> <li>▪ Shape, form, model and construct from observation or imagination.</li> <li>▪ Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques.</li> <li>▪ Use papier Mache to create a simple 3D object.</li> </ul>	<p>awareness in environmental sculpture and found object art.</p> <ul style="list-style-type: none"> <li>▪ Show awareness of the effect of time upon sculptures.</li> <li>▪ Shape, form, model and construct from observation or imagination.</li> </ul> <p>Artists: Egyptian artefacts, Christo.</p>	<p>model and construct from observation or imagination.</p> <ul style="list-style-type: none"> <li>▪ Use recycled, natural and man-made materials to create sculptures.</li> <li>▪ Plan a sculpture through drawing and other preparatory work.</li> </ul> <p>Artist: Frink, Balla, Andre.</p>	<p>paint and polish.</p> <ul style="list-style-type: none"> <li>▪ Recognise sculptural forms in the environment: furniture, buildings.</li> <li>▪ Solve problems as they occur.</li> </ul> <p>Artists: explore modern and traditional arts.</p>
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				Artists: Calder, Segal, Leach, Kinetic, Recycled/ found sculptures from Africa and India- Flip flop art.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Collage</b>	<ul style="list-style-type: none"> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> <li>▪ Arrange and glue materials to different backgrounds</li> <li>▪ Sort and group materials for different purposes e.g colour or texture.</li> <li>▪ Fold, crumple, tear and overlap papers.</li> <li>▪ Work on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> <li>▪ Arrange and glue materials to different backgrounds</li> <li>▪ Sort and group materials for different purposes e.g colour or texture.</li> <li>▪ Fold, crumple, tear and overlap</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Add collage to a painted, printed or drawn background.</li> <li>▪ Use a range of media to create collages.</li> <li>▪ Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>▪ Use collage as a means of extending work from initial ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Add collage to a painted, printed or drawn background.</li> <li>▪ Use a range of media to create collages.</li> <li>▪ Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>▪ Use collage as a means of extending work from initial ideas.</li> </ul>

## **Art and Design Progression of Skills EYFS - Y6**

		<ul style="list-style-type: none"> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> </ul>	<ul style="list-style-type: none"> <li>papers.</li> <li>▪ Work on different scales.</li> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> <li>▪ Create textured collages from a variety of media.</li> </ul>				
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### ***Our school progression:***

Reception	Autumn: All about me		Spring: Percy the Park Keeper.	Spring: Heroes and Heroines.	Summer: Rumble in the jungle	Summer: Once upon a time.
<b>Skills Covered:</b>						
<b>Year 1</b>	Autumn: Adventurers and Explorers <b>Henry Moore (architect and sculpture)</b>		Spring: Once Upon a time <b>Henry Rousseau the artist and collage.</b>		Summer: Oceans and beaches <b>Andy Warhol the artist.</b>	
	<ul style="list-style-type: none"> <li>▪ Learn about Henry Moore and the purpose of his work.</li> <li>▪ What makes</li> </ul>	Silhouette art- hot desert Scene: <ul style="list-style-type: none"> <li>▪ Learn how to colour mix to form a 'hot' or 'sunset' background using paint.</li> <li>▪ Experiment using chalks, watercolours and paints to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about Henry Rosseau and his 'Bouquet of flowers' and 'A storm in the Jungle'- discuss how it was all his imagination, provide opinions.</li> <li>▪ Up Close sketching of plants.</li> <li>▪ Mixing shades using primary colours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is Andy Warhol and what is his impact on art today.</li> <li>▪ Printing using objects e.g fruit</li> <li>▪ Designing the imprint on paper e.g shells, beach ball etc.</li> <li>▪ Imprinting an object in preparation</li> </ul>		

## **Art and Design Progression of Skills EYFS - Y6**

	<p>something 3d?</p> <ul style="list-style-type: none"> <li>▪ Design 3d Native African American masks.</li> <li>▪ Use clay to form masks.</li> <li>▪ Use paint to add detail/ depth.</li> </ul>	<p>form a sunset.</p> <ul style="list-style-type: none"> <li>▪ Stencil an animal or tree to create a 3D scene.</li> </ul> <p>Pattern Landscapes- snowy scene:</p> <ul style="list-style-type: none"> <li>▪ Teach children different sketching techniques e.g stippling, hatching, cross hatching.</li> <li>▪ Blow up a sketch on A3, children can use tracing paper to go over the main lines and practicing using a pencil to form patterns.</li> <li>▪ Draw the lines of the hills, adding pastels and pencil, children can start to add the patterns (explain that the same patterns cannot touch each other).</li> </ul>	<p>and shades of green.</p> <ul style="list-style-type: none"> <li>▪ Design a jungle scene- considering the layers of the rainforest.</li> <li>▪ Draw and paint a jungle animal.</li> <li>▪ Paint the background and layer on top using collage techniques.</li> </ul>	<p>for printing</p> <ul style="list-style-type: none"> <li>▪ Using paint/ ink to print a seaside object.</li> </ul>
<p><b>Skills Covered:</b></p> <p>Drawing (pencil, chalk) Painting The work of an artist x2 Collage</p>	<p><b>3d Sculpture- Clay</b></p> <ul style="list-style-type: none"> <li>▪ Experiment in a variety of malleable media e.g clay, salt dough and Modroc.</li> <li>▪ Impress and apply simple</li> </ul>	<p><b>Painting and sketching</b></p> <ul style="list-style-type: none"> <li>▪ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines.</li> <li>▪ Explore techniques such as lightening and darkening paint without the use of</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>▪ Arrange and glue materials to different backgrounds</li> <li>▪ Fold, crumple, tear and overlap papers.</li> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> <li>▪ Explore the work of a range of artists, craft makers and designers, describing the differences and</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>▪ Print with a range of hard and soft materials e.g corks, sponges.</li> <li>▪ Make simple marks on rollers.</li> <li>▪ Roll printing ink over found objects to create patterns e.g plastic mesh, stencils.</li> <li>▪ Explore printing in relief e.g string and card.</li> <li>▪ Create simple printing blocks with</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

Printing 3d Sculpture  Missing: textiles, technology	decoration techniques. <ul style="list-style-type: none"> <li>Use tools and equipment safely and in the correct way.</li> </ul>	black and white.	similarities between different practices and discipline and making links to their own work.	press print.	
<b>Year 2</b>	Autumn: A Bear named Paddington		Spring: Castles, Knights and Fairytales.		Summer: An Island Home
	<b>'Zoomed' in sketching of topic objects.</b>	<b>Textiles: Peruvian Arpillera Art</b>	<b>Mono castle printing.</b>	<b>Paul Klee inspired collage: coat of arms/ shields</b>	<b>Sculpture: Paper Mache Islands</b>
	<ul style="list-style-type: none"> <li>Use technology to zoom in on an object.</li> <li>Use sketching techniques to sketch an object in detail building on techniques learned in Year 1. (Give children a choice of drawing tools e.g charcoal, chalk, pencil)</li> </ul>	<ul style="list-style-type: none"> <li>Study the tradition of Arpillera Art</li> <li>Learn to thread a needle and do a simple overstitch.</li> <li>Design an Arpillera scene.</li> <li>Cut out, glue and sew a scene.</li> <li><a href="http://www.trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera">www./trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera</a></li> </ul>	<ul style="list-style-type: none"> <li>Learn about shades and shadows in pictures e.g castles.</li> <li>Practice cutting an outline of the key features of a castle and printing using only black ink.</li> <li>Explore drawing onto the paper whilst its absorbed in the ink.</li> <li>Children to layer a castle</li> </ul>	<ul style="list-style-type: none"> <li>Who is Paul Klee?</li> <li>Explore the use of colour and pattern.</li> <li>Design a coat of arms.</li> <li>Use collage and grouping colour.</li> </ul>	<ul style="list-style-type: none"> <li>Design a sculpture</li> <li>Create a practice model- adapt designs</li> <li>Use paper mache to form a model.</li> <li>Consider the use of colour/ textures.</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

			<p>scene</p> <ul style="list-style-type: none"> <li>Use white chalk or charcoal to add further texture.</li> </ul> <p><a href="http://www.deepspacesparkle.com/fairy-tale-castles-art-project/">www.deepspacesparkle.com/fairy-tale-castles-art-project/</a></p>		
<p><b>Skills Covered:</b></p> <p>Textiles and the study/history of a cultured tradition.</p> <p>Printing</p> <p>Collage</p> <p>Artist inspired x1</p> <p>Sculpture</p> <p>Drawing using technology.</p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Develop a range of tone using a pencil and use a</li> </ul>	<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>Apply shapes by stitching or glue.</li> <li>Apply decoration using beads, buttons, feathers etc.</li> <li>How to thread a needle.</li> <li>Investigate textures by describing, naming, rubbing, copying.</li> <li>Produce an expanding range of patterns and textures.</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>Make simple marks on rollers and printing palettes.</li> <li>Take simple prints e.g mono printing.</li> <li>Experiment with overprinting motifs and colour.</li> </ul>	<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> </ul>	<p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>Manipulate malleable materials for a purpose e.g a pot or tile.</li> <li>Explore carving as a form of 3D art</li> <li>Use tools and equipment safely and in the correct way</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

Missing: Painting	<p>variety of techniques such as: hatching, scribbling, stippling and blending to create light/dark lines.</p> <ul style="list-style-type: none"> <li>Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>			<ul style="list-style-type: none"> <li>Arrange and glue materials to different backgrounds</li> <li>Sort and group materials for different purposes e.g colour or texture.</li> <li>Fold, crumple, tear and overlap papers.</li> </ul>		
<b>Year 3</b>	Autumn: Stone age to iron age.		Spring: Japan		Summer: Ancient Greece	
	<b>Vincent Van Gogh- Cave paintings- paint</b>	<b>Textiles and Primal Painting on cloth and pebbles.</b>	<b>Artist: Hokusai- 'The Great Wave' to produce wood block printing/ relief printing (oil) inspired by Ukiyo style.</b>	<b>Japanese artist inspired 'Cherry Blossom' work.</b>	<b>Sculpture: soap carving.</b>	<b>Alternate Silhouette self portrait of Greek life with collage</b>
	<ul style="list-style-type: none"> <li>Read 'Vincent's</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how Cave people created patterns on</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the use of</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Sakura Season</li> </ul>	<ul style="list-style-type: none"> <li>Investigate marble</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the key</li> </ul>

## *Art and Design Progression of Skills EYFS - Y6*

	<p>Stary Night'- discuss who were the first artists?</p> <ul style="list-style-type: none"> <li>▪ Look at a range of cave paintings from around the world and compare.</li> <li>▪ Use a hand stencil and mix shades of brown.</li> <li>▪ Use charcoal to sketch- was it a good tool and was it available in stone age?</li> <li>▪ Crumple up paper to represent a cave wall- paint a picture using their fingers</li> </ul>	<p>clothing.</p> <ul style="list-style-type: none"> <li>▪ Use natural dyes and stains from plants, herbs and soils to add colour to cloth.</li> <li>▪ Use embroidery to add further detail following a design.</li> <li>▪ Explore applying patterns to pebbles and slate to form replica exotic fossils. (chalks, pens, tipex, watercolour, paint, large nails for scraping).</li> </ul>	<p>woodblock print in 'The Great Wave' print.</p> <ul style="list-style-type: none"> <li>▪ Children are to design their print- inspired by Ukioe style.</li> <li>▪ Experiment in sketchbooks in using metal, acrylic sheets and wood and lino and annotate thoughts as to which is most suitable.</li> <li>▪ Practice using the same print to produce a repeating pattern/ complicate</li> </ul>	<p>and the influence it has on artists: Tokuriki, Bakufu, Insho, Meiji.</p> <ul style="list-style-type: none"> <li>▪ Experiment using Watered down black tempera paint to gently paint or blow the tree branches, add pink cherry blossoms with chosen implements, annotate thoughts.</li> <li>▪ Experiment using chalk to form the cherry blossom.</li> <li>▪ Experiment using watercolours to form cherry blossom.</li> <li>▪ Experiment with paint- soak entire</li> </ul>	<p>carvings of significant Greek culture, look at similarities and differences between statues and the variant levels of detail.</p> <ul style="list-style-type: none"> <li>▪ Discuss the difference between soap and marble- in properties and cost.</li> <li>▪ Independent research: children are to use the internet to find a picture to copy.</li> <li>▪ Practice using a cocktail stick to scratch away the surface of an</li> </ul>	<p>elements of Greek life (experiences, feelings, objects)- practice stencilling or drawing items in sketch book.</p> <ul style="list-style-type: none"> <li>▪ Use collage, paint, pen to add colour and detail.</li> <li>▪ Draw a stencil of a Greek God and layer items drawn in sketch book.</li> </ul> <p><a href="https://www.pinterest.co.uk/pin/213287732325477979/">https://www.pinterest.co.uk/pin/213287732325477979/</a></p>
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## Art and Design Progression of Skills EYFS - Y6

	<p>(ideally paint with paper stood up).</p> <ul style="list-style-type: none"> <li>Product: if you were to draw on your wall to represent your life what would it look like?</li> </ul> <p><a href="http://www.gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html">www.gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html</a></p>		<p>d pattern.</p> <ul style="list-style-type: none"> <li>Experiment adding colour details to these after e.g oil, pen etc.</li> <li>Use block printing techniques to produce a final print, using positive and negative images, repeating patterns and adding colour for depth and expression.</li> </ul>	<p>paper with water and dot the pink paint on, watch the dots spread to form blossom.</p> <ul style="list-style-type: none"> <li>Children can use their chosen method to produce their final cherry blossom Japanese pictures.</li> </ul> <p><a href="https://www.activityvillage.co.uk/blossom-tree-painting">https://www.activityvillage.co.uk/blossom-tree-painting</a></p> <p><a href="https://japanobjects.com/features/cherry-blossom-art">https://japanobjects.com/features/cherry-blossom-art</a></p> <p><a href="https://artprep.weebly.com/japanese-cherry-blossoms.html">https://artprep.weebly.com/japanese-cherry-blossoms.html</a></p>	<ul style="list-style-type: none"> <li>Resources: soap, cocktail sticks, plastic knife, picture. Use a cocktail stick to gently carve the shape of the stature, start chipping way small parts at a time.</li> <li>Begin to carve some features, removing the soap to reveal eyes, nose and mouth.</li> </ul> <p><a href="https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/">https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/</a></p>	
<p><b>Skills Covered:</b></p>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Respond to</li> </ul>	<p><b>Textiles and painting:</b></p> <ul style="list-style-type: none"> <li>Develop intricate patterns/marks with a variety of</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>Create</li> </ul>	<p><b>Artist impression and painting.</b></p>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Begin to show</li> </ul>	<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>Experiment</li> </ul>

## *Art and Design Progression of Skills EYFS - Y6*

<p>Painting, Charcoal, Watercolours Printing Sketching g. Artist x2 Textiles. Sculpture. Collage</p> <p>Missing: art through technology.</p>	<p>art from other cultures and other periods of time.</p> <ul style="list-style-type: none"> <li>▪ Combine prints taken from different objects to produce an end piece.</li> <li>▪ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▪ Create different</li> </ul>	<p>media.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>▪ Respond to art from other cultures and other periods of time.</li> <li>▪ of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.             <ul style="list-style-type: none"> <li>▪ Match the tool to the material.</li> <li>▪ Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul> </li> </ul>	<p>printing blocks using a relief or impressed method</p> <ul style="list-style-type: none"> <li>▪ Create repeating patterns.</li> <li>▪ Print with two colour overlays.</li> <li>▪ Combine prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▪ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>▪ Mix colours and know which primary colours make secondary colours</li> </ul>	<p>an awareness of objects having a third dimension and perspective.</p> <ul style="list-style-type: none"> <li>▪ Learn to secure work to continue at a later date.</li> <li>▪ Shape, form, model and construct from observation or imagination.</li> </ul>	<p>with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <ul style="list-style-type: none"> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>
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## Art and Design Progression of Skills EYFS - Y6

	<p>effects and textures according to what they need for the task.</p> <ul style="list-style-type: none"> <li>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> </ul>					
Year 4	Autumn: Ancient Egypt		Spring: Rainforest		Summer: Romans	
	<b>Printing/collage: hieroglyphics Caratouche.</b>	<b>Queen Nefertari- Portraits</b>	<b>John Dyer- an interpretation of his work.</b>	<b>Jean Baptiste inspired 3D collage birds.</b>	<b>Mosaics/ sculpture of artefacts</b>	<b>Jackson Pollock- exploded volcano pictures.</b>
	<ul style="list-style-type: none"> <li>Write your name in bubble letters.</li> <li>Discuss the purpose of Hieroglyphics and</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the portraits, discuss how they are normally painted side on and upper body.</li> <li>Design a portrait of a pharaoh</li> <li>Explore adding hair using charcoal</li> </ul>	<ul style="list-style-type: none"> <li>Explore the 'Spirit of the Rainforest' project (2015).</li> <li>Look at the style of the</li> </ul>	<ul style="list-style-type: none"> <li>Look at the pop art colours and level of detail in Jean Baptiste's work.</li> <li>Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the history/ purpose of mosaics and artefacts.</li> <li>Sculpt an artefact out of clay</li> </ul>	<ul style="list-style-type: none"> <li>Look at famous paintings of exploded volcanoes e.g Pompeii or</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

	<p>practice drawing the symbols for your name.</p> <ul style="list-style-type: none"> <li>▪ Explore using watercolour paints and felt tips to add colour.</li> <li>▪ Carve the symbols into Styrofoam card (backwards) . Add ink, repeat for each symbol.</li> <li>▪ Use collage to add colour.</li> </ul> <p><a href="https://art-educ4kids.weebly.com/egyptian-art.html">https://art-educ4kids.weebly.com/egyptian-art.html</a></p>	<ul style="list-style-type: none"> <li>▪ Explore adding a hieroglyphic background- using watery paint, with loosely painted edges.</li> <li>▪ Use strong primary colours to paint the remaining image.</li> <li>▪ Use black Indian paint over the entire picture.</li> <li>▪ When dry- run the entire picture under the hot tap.</li> </ul> <p><a href="https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm">https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm</a></p>	<p>paintings- colour/ patterns.</p> <ul style="list-style-type: none"> <li>▪ Explore using stencils to add leaf patterns.</li> <li>▪ Explore using chalk/ oil pastels/ water colours to layer.</li> <li>▪ Take a digital photo of an up close leaf and practice applying the above skills to add detail.</li> <li>▪ Product: make their own interpretation of Dyer's work representi</li> </ul>	<p>with using the ends of a glue stick, bubble wrap, dry brush to add different textures.</p> <ul style="list-style-type: none"> <li>▪ Create a colour plan- use watercolours to mix contrasting colours.</li> <li>▪ Try adding tools to different surfaces (paper, material).</li> <li>▪ Children to design the bird template and consider the joins.</li> <li>▪ Use a range of materials for collage, showing different areas of colour, tone, texture and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a picture out of mosaics, thinking about tile size etc (repeating patterns)</li> <li>▪ Tile a mosaic border and insert a motif.</li> </ul> <p><a href="http://www.tes.com/teachingresource/roman-mosaics-6056167">www.tes.com/teachingresource/roman-mosaics-6056167</a></p>	<p>Mount Vesuvius.</p> <ul style="list-style-type: none"> <li>▪ Learn about Pollock's work, provide opinions.</li> <li>▪ Trial using paint to splatter/ drip and layer.</li> <li>▪ Once dry- trial scratching away layers, adding pen, chalk etc to add detail.</li> <li>▪ (Also could trial using the overlay design in the style of Paul Cezanne or the blocks of colours of Claude Monet).</li> </ul>
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## Art and Design Progression of Skills EYFS - Y6

			ng the rainforest.  www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/	techniques. <a href="https://www.twinkl.co.uk/resource/t3-ad-22-collage-birds-lesson-1-texture">https://www.twinkl.co.uk/resource/t3-ad-22-collage-birds-lesson-1-texture</a>		<ul style="list-style-type: none"> <li>Children are to use the above skills to create a volcano scene.</li> </ul>
<p><b>Skills Covered:</b></p> <p>Printing Collage x2 Chalk, charcoal, Textiles Painting x2 Artist x2 Sculpture</p> <p><b>Missing: art through technology</b></p>	<p><b>Collage, Printing, drawing:</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Begin to use media and techniques</li> </ul>	<p><b>Printing, drawing, painting:</b></p> <ul style="list-style-type: none"> <li>Experiment with Batik technique.</li> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to show awareness of representing texture through the choice of marks and lines made.</li> <li>Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms.</li> </ul>	<p><b>Texture, artist, drawing</b></p> <ul style="list-style-type: none"> <li>Create a piece of art which includes integrating a digital image they have taken.</li> <li>Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> </ul>	<p><b>Collage, printing:</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> <li>Create repeating patterns.</li> <li>Combine prints taken from different objects</li> </ul>	<p><b>Collage, Sculpture:</b></p> <ul style="list-style-type: none"> <li>Gain more confidence in carving as a form of 3D art.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to</li> </ul>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose</li> </ul>

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	<p>(line, colour and tone) to show representation of movement in figures and forms.</p> <ul style="list-style-type: none"> <li>▪ Start to develop a painting from a drawing.</li> <li>▪ Begin to choose appropriate media to work with.</li> <li>▪ Use light and dark within painting and show understanding of complimentary colours.</li> <li>▪ Work in the style of a selected artist (not copying).</li> <li>▪ Begin to explore a range of great artists, architects and designers in</li> </ul>		<ul style="list-style-type: none"> <li>▪ Begin to explore a range of great artists, architects and designers in history.</li> <li>▪ Start to develop a painting from a drawing.</li> <li>▪ Begin to choose appropriate media to work with.</li> <li>▪ Work in the style of a selected artist (not copying).</li> <li>▪ Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms.</li> </ul>	<p>to produce an end piece.</p> <ul style="list-style-type: none"> <li>▪ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</li> </ul>	<p>create images and represent textures.</p> <ul style="list-style-type: none"> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<p>appropriate media to work with.</p> <ul style="list-style-type: none"> <li>▪ Use light and dark within painting and show understanding of complimentary colours.</li> <li>▪ Work in the style of a selected artist (not copying).</li> </ul>
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Year 5	Autumn: Anglo Saxons		Spring: Bunkers, Bombs and the Blitz		Summer: Tale from two Cities	
	<b>Collage: the Bayeux Tapestry</b>	<b>Anglo Saxon inspired 'sculptures' of houses ('Sculptures with personality')</b>	<b>Landscape comparison after bombing (Chalk/Charcoal)</b>	<b>Designer: Christopher Raeburn Inspired by 'make do and mend'.</b>	<b>Tompe O'Leil artist- Perspective drawing of a London street.</b>	<b>Banksy- the artist and printing.</b>
	<ul style="list-style-type: none"> <li>▪ Learn about the Bayeux Tapestry and the significance to History.</li> <li>▪ Design their own historical picture.</li> <li>▪ Tea bag/ dye a sheet of card or fabric.</li> <li>▪ Use fabric/ paper/ ink to create the shapes and add colour.</li> <li>▪ Add the border using any form of tool.</li> <li>▪ Use a black pen to add outlines.</li> <li>▪ Weave or add overstitch to the design.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate the structure of Anglo Saxon houses.</li> <li>▪ Design a house- will it represent something specific e.g precise, natural, warm (link to nature and science)</li> <li>▪ Use natural resources to sculpt and build a house to form a village.</li> </ul> <p><a href="http://www.accessart.org.uk/inspired-by-anglo-saxon-houses/">www.accessart.org.uk/inspired-by-anglo-saxon-houses/</a></p>	<ul style="list-style-type: none"> <li>▪ Discuss the link of colour and emotion/ton e.</li> <li>▪ Practice the techniques of charcoal.</li> <li>▪ Draw the outlines using pencil- of key blitz landmarks</li> <li>▪ Use charcoal to add depth and shadow to the blitz scene.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn about the designer Raeburn and the importance of sustainability.</li> <li>▪ Compare to WW2 'make do and mend' movement.</li> <li>▪ Disassemble textile products to understand how they've been constructed.</li> <li>▪ Design: a bag or pencil case out of scrap material.</li> <li>▪ Create a mock up version</li> <li>▪ Form final product.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate the works of Trompe O'Leil and discuss how he deceives the eye.</li> <li>▪ Learn about the angles in perspective art and depth.</li> <li>▪ Design their London street.</li> <li>▪ Carry out one point perspective drawing.</li> <li>▪ Use watercolours/ chalk to add colour.</li> </ul> <p><a href="http://www.deepspacesparkle.com/one-point-perspective-art-lesson/">www.deepspacesparkle.com/one-point-perspective-art-lesson/</a></p>	<ul style="list-style-type: none"> <li>▪ Evaluate and discuss the work of Banksy and discuss his morals- focussed on local works.</li> <li>▪ Create an initial sketch of a Banksy inspired work in sketchbooks ready to create a printing block.</li> <li>▪ Use printing techniques e.g mono technique to print a sketch.</li> <li>▪ Use other media to add layers to the</li> </ul>

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	<a href="http://www.twinkl.co.uk/resource/ks2-bayeux-tapestry-art-activity-tad-281">www.twinkl.co.uk/resource/ks2-bayeux-tapestry-art-activity-tad-281</a>					work.
<b>Skills Covered:</b> Drawing- perspective Painting- watercolours Artist/ designer x3 Printing Textiles x2 Collage  <b>Missing: art through technology</b>	<b>Collage:</b> <ul style="list-style-type: none"> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> <li>▪ Add collage to a painted, printed or drawn background.</li> <li>▪ Use a range of media to create collages.</li> <li>▪ Use different</li> </ul>	<b>Sculpture:</b> <ul style="list-style-type: none"> <li>▪ Show increasing confidence to carve a simple form.</li> <li>▪ Shape, form, model and construct from observation or imagination.</li> <li>▪ Use recycled, natural and man-made materials to create sculptures.</li> <li>▪ Plan a sculpture through drawing and other preparatory work.</li> </ul>	<b>Drawing:</b> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>▪ Use different techniques for different purposes e.g shading, hatching.</li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Begin to develop an awareness of composition,</li> </ul>	<b>Textiles:</b> <ul style="list-style-type: none"> <li>▪ Use fabrics to create 3D structures.</li> <li>▪ Use different grades of threads and needs.</li> <li>▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	<b>Perspective drawing and painting:</b> <ul style="list-style-type: none"> <li>• Have opportunities to develop simple perspective in their work using a single focal point and horizon.</li> <li>• Use different techniques for different purposes e.g shading, hatching.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Start to develop their own style using tonal</li> </ul>	<b>Printing:</b> <ul style="list-style-type: none"> <li>▪ Start to overlay prints with other media e.g pens, colour pens and paints.</li> <li>▪ Use print as a starting point to embroidery.               <ul style="list-style-type: none"> <li>▪ Show experience in a range of mono print technique.</li> <li>▪ Create printing blocks by simplifying an initial sketch book idea.</li> </ul> </li> <li>▪ Explore a range of</li> </ul>

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	<p>techniques, colours and textures etc when designing and making pieces of work.</p> <ul style="list-style-type: none"> <li>▪ Use collage as a means of extending work from initial ideas</li> </ul>		<p>scale and proportion in their paintings.</p>		<p>contrast and mixed media.</p> <ul style="list-style-type: none"> <li>• Carry out preliminary studies trying out different media and materials and mixing appropriate colours.</li> <li>• Explore a range of great artists, architects and designers in history.</li> </ul>	<p>great artists, architects and designers in history.</p>
Year 6	Autumn: Seeing the 'Her' in Hero		Spring: Our Earth Matters		Summer: Are all English people immigrants?	
	<p><b>Islamic patterns- Plants and flowers.</b></p>	<p><b>Frida Kahlo Self portrait Study.</b></p>	<p><b>Wings of Paradise Mural inspired by Greenpeace/ street art styles</b></p>		<p><b>'Another Place Sculptures' (Antony Gormley- Liverpool)</b></p>	<p><b>Design and sculpt a 3D object using wire.</b></p>
		<p><a href="https://blackexcellence.com/black-women-artists/">https://blackexcellence.com/black-women-artists/</a></p>			<ul style="list-style-type: none"> <li>▪ What is the purpose of the sculptures and what do they represent?</li> <li>▪ Learn about Gormley's</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a freedom sculpture.</li> <li>▪ Learn how to mould wire safely and use the cutting equipment.</li> </ul>

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					<p>life and the impact of his works.</p> <p><a href="http://www.visitliverpool.com/things-to-do/another-place-by-antony-gormley-p160981">www.visitliverpool.com/things-to-do/another-place-by-antony-gormley-p160981</a></p>	<ul style="list-style-type: none"> <li>▪ Apply the skills to form a 3d freedom sculpture.</li> </ul>
<p><b>Skills Covered:</b></p> <p>3D Sculpture Artist x1</p>					<p style="text-align: center;"><b>Sculpting:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate experience in relief and freestanding work using a range of media.</li> <li>▪ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▪ Develop understanding of different ways of finishing work: glaze, paint and polish.</li> <li>▪ Recognise sculptural forms in the environment: furniture, buildings.</li> <li>▪ Solve problems as they occur.</li> </ul>	